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Behavior Under Trance & Trance Logic (BUT-003-A) (Memory Schema)

Deferred judgment, dissociative v integrative [adaptive] behavior — [goal directed anti-social behavior]

“An analogous sense of mystery is the prime emotion of the animal mask, where the individual or group wearing the mask assume certain qualities of the beast itself, quality is also inherent in man but suppressed under normal social conditions.” (Mitchell 1985)¹

Conative striving (eg. could also be the survival instinct, strongest of all,) is Behavior Under Trance. Behavior Under Trance is modulated by discrimination learning, (Bitterman 1950) which relates to continuity theory, (Campbell 1977).

This could be interpreted as superego values (Skinner;) aka memory schema.
(Bartlett, Thorndike, et al.)

The results of both experiments showed that later learning is significantly affected by the differential biases introduced. "The results of both experiments confirm predictions made in terms of continuity theory." (Bitterman 1950)

In layman's terms, when the Fight or Flight instinct is activated, persons operate not on integrative higher logic, but instead rely or fall-back on learned behaviors; specifically those communicated during periods of developmental growth. This is known as Memory Schema,² which is learned through narrative vehicles such as stories³, and shared community values.

It can also however be supplemented later, through specialized training routines, undergone for example by First-Responders, or by other emergency personnel. In rare instances certain [receptive] persons, can also be trained through hypnosis, compliance under stress, or other procedures; more commonly known as “brainwashing.” These procedures and notions overlap with [“Enhanced”] Interrogative operations.⁴

1 Mitchell, Marry Anne, “THE DEVELOPMENT OF THE MASK AS A CRITICAL TOOL FOR AN EXAMINATION OF CHARACTER AND PERFORMER ACTION: The Mask as a Theatrical Convention in the Greek Theatre” Texas Tech. University, 1985.

(Also see: Thematic Aperception Test, H.A. Murray)

2 Bartlett, Frederic C. Remembering: A Study in Experimental and Social Psychology. Cambridge: Cambridge University Press, 2003. Print.

3 Thompson Rose, Geoffrey Haddock, "Sometimes stories sell: When are narrative appeals most likely to work?", European Journal of Social Psychology, Eur. J. Soc. Psychol. Vol. 42, p. 92–102, 2012.

4 Deshere, Edward F. "Hypnosis in Interrogation." Studies in Intelligence, Winter (1960).

[“EGO-CONTROL”, P. 59-60; EGO-FRAGMENTATION | STRESS; "hypnosis works best in situations of high anxiety"]

Also see: Lancet 1923, "fatigue the result of long continued stress and strain, loss of sleep exposure and so on under conditions of stress the normal controlling mechanisms become weakened and fear which had hitherto been

Memory Schema is a cognitive heuristic; a form of discrimination learning.

Memory Schema can be modified, even in adults, via use of *Large Group Awareness Training* techniques, which is a form of indoctrination cults use.

It is also what Mary L. Schevers was experimenting with⁵ [for] the [Universal Military Training] program, associated with Elementary School recruitment of children for Talented & Gifted programs;⁶ a legacy of the National Defense Education Act 1958, and Rockefeller Civil Defense post-war program.⁷

These programs were developed as a result of the work of E.L Thorndike, F. Bartlett, and later H.A. Murray; and came to form the foundation of the MKULTRA research series.⁸ These programs were associated with superencipherment, and techniques & countermeasures relating to interrogation.

What this means is that trance behavior is conditioned;⁹ via memory schema.

This explains the bizarre, often violent behavior of militia groups and otherwise neurotypical persons.¹⁰

A perceived threat of death, can also elicit a Harlequin Response,¹¹ as well as the religious values of the Subject. Moral values such as religious beliefs are also a form of Memory Schemata.

These types of tests, known as Stress Tests,¹² were conducted by H.A. Murray for the Office of Strategic Services during WWII.¹³

completely suppressed gradually obtrudes into consciousness..."

- 5 Schevers, Mary Louise, "Developing a Social Studies Curriculum for Teaching Values in the Elementary School" 1966.
- 6 Also see: "Civil Defense Notes," 24 July 2021, et al.
- 7 Brown, JoAnne. "" A Is for Atom, B Is for Bomb": Civil Defense in American Public Education, 1948-1963." The Journal of American History 75.1 (1988): 68-90.
- 8 Bruner, Jerome S, George A. Austin, and Jacqueline J. Goodnow. A Study of Thinking: with appendix on language by Robert W. Brown, John Wiley & Sons Inc. USA 1956
- 9 McCubbin, Hamilton I., and Joan M. Patterson. "Family Stress and Adaptation to Crises: A Double ABCX Model of Family Behavior." (1981).
- 10 White, Robert W. "A preface to the theory of hypnotism." The Journal of Abnormal and Social Psychology 36.4 (1941): 477. "state of temporary fragmentation," "compulsion neurosis," "worked into a state of violent emotion," "non-voluntary, bizarre behavior," "splitting of the personality,".
Also see: Fear, Frustration, Aggression & Type C personality (ego-libidinal aggression; Morris I. Stein.)
- 11 Bruner, Katherine F, and Robert W. White. The Study of Lives. New York: Atherton press, 1966. Print.
- 12 Murray, Henry A. "Studies of stressful interpersonal disputations." American Psychologist 18.1 (1963): 28. *Self-disclosure in the Dyad*
Ted Kaczynski
- 13 Murray, Henry A., and Donald W. MacKinnon. "Assessment of OSS personnel." Journal of Consulting Psychology 10.2 (1946): 76.

There are known modifiers¹⁴ of these states, such as correlates of non-persistence¹⁵; which also relate to traits such as Dominance & Intracception¹⁶, Affiliation, Achievement, and Abasement.¹⁷

Blough (1956)¹⁸ reviewed 801 (...) studies ranked by frequency correlates of non - persistence as they appeared in the literature:

- (1) socio-economic status
 - (2) financial need
 - (3) preference of work over school
 - (4) mental ability
 - (5) lack of interest
 - (6) retardation (repeated grades)
 - (7) parental attitude
 - (8) failure
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The American Psychiatric Association's Diagnostic & Statistical Manual [and subsequent training] could be considered a form of Memory Schemata (learned, attained concepts, categorization,) in non-forensically trained personnel, whereas orienting response to novel stimuli is interpreted as [threat]¹⁹ / pathology.²⁰

The relative subjectivity of results acts as an apperception test, making observer S1, and observed S2, (experimental situation.)

Demand Characteristic comes into play when S1 attempts to confirm the [hypothesis,] (agreeability.)

14 See: *Errata*

15 Wilson, Russell C., "The Use of the Adjective Check List to Describe the Adult Basic Education Student." 1975.

16 Also see: Triandis, Harry C., "Variations in Black and white perceptions of the social environment"

17 Stein, Morris I. "Explorations in typology."; White, Robert W, Frank Barron, and Henry A. Murray. *The Study of Lives*. New York: Atherton Pr, 1963.

18 Blough, Telford Benjamin, "A critical analysis of selected research literature on the problem of school dropouts", Dissertation, Ed. D. University of Pittsburgh, 1956; <http://www.worldcat.org/oclc/32440257>.

19 Rychnovská, Dagmar. "Securitization and the power of threat framing." *Perspectives: Review of International Affairs* 2 (2014): 9-32.

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Errata:

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 - Post-Traumatic Hyper-Vigilance²¹, as Kraepelian "Paranoia," [endogenous fault.] {Tort-liability prevention; plausible deniability for Government misconduct in abusive interrogation.}
(Sense of Coherence; Learned Helplessness)

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"...pp. 25, unsettling attributes of an attitude scale, ability to generate opinions spontaneously, x may have no opinion on... make a snap decision, generalizing, act of affirming an opinion may be sufficient to implant it permanently, by manipulation or frivolous, reveal their innermost thoughts, trigger manipulative or set responses, Synder and Paige; pp. 148, responsiveness, attention approval affection submissiveness, <...> learning and discrimination, actual or perceived schedules of reinforcement, basic and social learning, learning is dependent upon, discriminatory capacities, Skinner, pp. 149, <...> similarly motivated, high probability of extinction of activities, {reversal learning,} value acquisition theory"
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- MEMO FOR MR. COLBY
MORI DOCID 1451843
BEN EVANS,
8 MAY 1973
"uncomfortable with what Sid Gottlieb is reporting and thinks...director would be ill advised to say he is acquainted with this program"

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- Diagnostic:
 - 1.) TAT
 - 2.) PCL-R
 - 3.) (w/) Polygraph [electric resistance]
 - 4.) ACL (adjective inventory)
 - 5.) Stanford Suggestibility Scale

{[Persistence] Highly correlated with Creativity; MI Stein.}

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"transportation" as hypnotic depth;
 (e.g., Dal Cin, Zanna, & Fong, 2004; Green & Brock, 2000; Mazzocco, Green, Sasota, & Jones, 2010).
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- *{TX Barber, 'hypnotic like' suggestibility, in children and adults; fantasy prone personality..., w and wo hypnotic induction, psychometric properties norms variables influencing response; vivid fantasy and hallucinatory abilities excellent hypnotic subjects, preliminary report with females; barber suggestibility scale and creative imagination scale experimental and clinical applications; fantasy proneness, hypnosis developmental antecedents and psychopathology, SJ Lynn 1988; correlates of imaginative and hypnotic suggestibility in children BC Poulsen 2003; a comprehensive three dimensional theory of hypnosis; age differences in susceptibility to hypnosis AH Morgan 1973; dissociative tendencies and individual differences in high hypnotic suggestibility, DB Terhune;}*
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